

## 672-328 Intimacy and Technology

<b>Credit Points:</b>	12.50
<b>Level:</b>	3 (Undergraduate)
<b>Dates &amp; Locations:</b>	2009, This subject commences in the following study period/s: Semester 2, - Taught on campus.
<b>Time Commitment:</b>	Contact Hours: One 1-hour lecture and a 90-minute tutorial per week Total Time Commitment: 2.5 contact hours/week, 6 additional hours/week. Total of 8.5 hours per week.
<b>Prerequisites:</b>	Usually 75 points of first year study across any discipline area.
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	<p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p>It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: <a href="http://services.unimelb.edu.au/disability">http://services.unimelb.edu.au/disability</a></p>
<b>Coordinator:</b>	Dr Michael Arnold
<b>Contact:</b>	Dr Michael Arnold mvarnlod@unimelb.edu.au
<b>Subject Overview:</b>	Intimate Technologies are those that we use to understand ourselves, and that we use to establish and maintain our relations with others. The subject approaches technologies of intimacy through a wide variety of examples and case studies - technologies of modesty and privacy (underwear and bedrooms), technologies of surveillance (CAT scans and bar-codes), communications technologies (love letters and SMS), reproductive technologies (IVF and sheep-gut), technologies that mediate personal identity (the data-body and flesh-fashion), and that mediate social and community relations (swarms and networks). The unifying themes that run through these examples approach technologies of intimacy in terms of their propensity to abstract, attenuate, individuate and discipline our intimate relations, and students are invited to critically assess this argument. In so doing, students will gain a fresh and critical understanding of the ways in which technologies and our lives are intertwined.
<b>Objectives:</b>	Students who successfully complete this subject will <ul style="list-style-type: none"> <li># understand and critically interpret the major theoretical and philosophical approaches that inform our knowledge of sociotechnical relations;</li> <li># demonstrate a critical appreciation of the implications of particular sociotechnologies for self, and for human relations;</li> <li># identify, interpret and recount sociotechnical case studies relevant to intimate relations.</li> </ul>
<b>Assessment:</b>	A 2500-word essay 50% (due at the end of semester), a 1000-word essay 30% (due in week 4) and a 500-word seminar presentation 20% (due during the semester). A hurdle requirement of attendance at eight tutorials is applicable.
<b>Prescribed Texts:</b>	A subject reader will be available from the bookshop at the start of semester.
<b>Recommended Texts:</b>	Borgmann, Albert, <b>Technology and the Character of Contemporary Life</b> , 1984. Feenberg, Andrew, <b>Questioning Technology</b> , London: Routledge, 1999 Gray, Chris (Ed.) <b>The Cyborg</b>

	<p><b>Handbook</b>, Routledge, 1995. Haraway, Donna, <b>The Haraway reader</b>, New York : Routledge, 2003 Hayles, Katherine, <b>How we Became Posthuman</b> 1999 Ihde, Don, <b>Technology and the lifeworld : from garden to earth</b>, Bloomington : Indiana University Press, 1990. Turkle, Sherry, <b>Life on the Screen: Identity in the Age of the Internet</b>, London: Weidenfel &amp; Nicholson, 1996.</p>
<b>Breadth Options:</b>	<p>This subject potentially can be taken as a breadth subject component for the following courses:</p> <ul style="list-style-type: none"> <li># <b>Bachelor of Biomedicine</b> (<a href="https://handbook.unimelb.edu.au/view/2009/J07">https://handbook.unimelb.edu.au/view/2009/J07</a>)</li> <li># <b>Bachelor of Commerce</b> (<a href="https://handbook.unimelb.edu.au/view/2009/F04">https://handbook.unimelb.edu.au/view/2009/F04</a>)</li> <li># <b>Bachelor of Environments</b> (<a href="https://handbook.unimelb.edu.au/view/2009/A04">https://handbook.unimelb.edu.au/view/2009/A04</a>)</li> <li># <b>Bachelor of Music</b> (<a href="https://handbook.unimelb.edu.au/view/2009/M05">https://handbook.unimelb.edu.au/view/2009/M05</a>)</li> <li># <b>Bachelor of Science</b> (<a href="https://handbook.unimelb.edu.au/view/2009/R01">https://handbook.unimelb.edu.au/view/2009/R01</a>)</li> <li># <b>Bachelor of Engineering</b> (<a href="https://handbook.unimelb.edu.au/view/2009/355-AA">https://handbook.unimelb.edu.au/view/2009/355-AA</a>)</li> </ul> <p>You should visit <b>learn more about breadth subjects</b> (<a href="http://breadth.unimelb.edu.au/breadth/info/index.html">http://breadth.unimelb.edu.au/breadth/info/index.html</a>) and read the breadth requirements for your degree, and should discuss your choice with your student adviser, before deciding on your subjects.</p>
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	<ul style="list-style-type: none"> <li># form defensible judgements based on a critical evaluation of conflicting arguments;</li> <li># develop skills in written and oral communication;</li> <li># make appropriate use of primary and secondary sources in mounting an argument;</li> <li># conduct independent research.</li> </ul>
<b>Related Majors/Minors/Specialisations:</b>	<p>Gender Studies  History &amp; Philosophy of Science  History &amp; Philosophy of Science Major</p>